

**What we do to  
improve  
educational  
opportunities  
for the military  
child enhances  
education for all.**

*Every Day, Everyone a Success!*

# **School-Age Children of the Military (6-18 years)**

<b>Total:</b>	<b>752,744</b>
<b>DoDDS &amp; DDESS</b>	<b>110,000</b>
<b>non-DoDEA</b>	<b>600,000</b>

*Every Day, Everyone a Success!*

**Communication**  
is the foundation  
of solid  
partnerships.

*Every Day, Everyone a Success!*

*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

Children are the true  
wealth of our nation.  
In them lies the hope  
of the future.

*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

# Understanding The Changing World of Children, Youth and School

*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

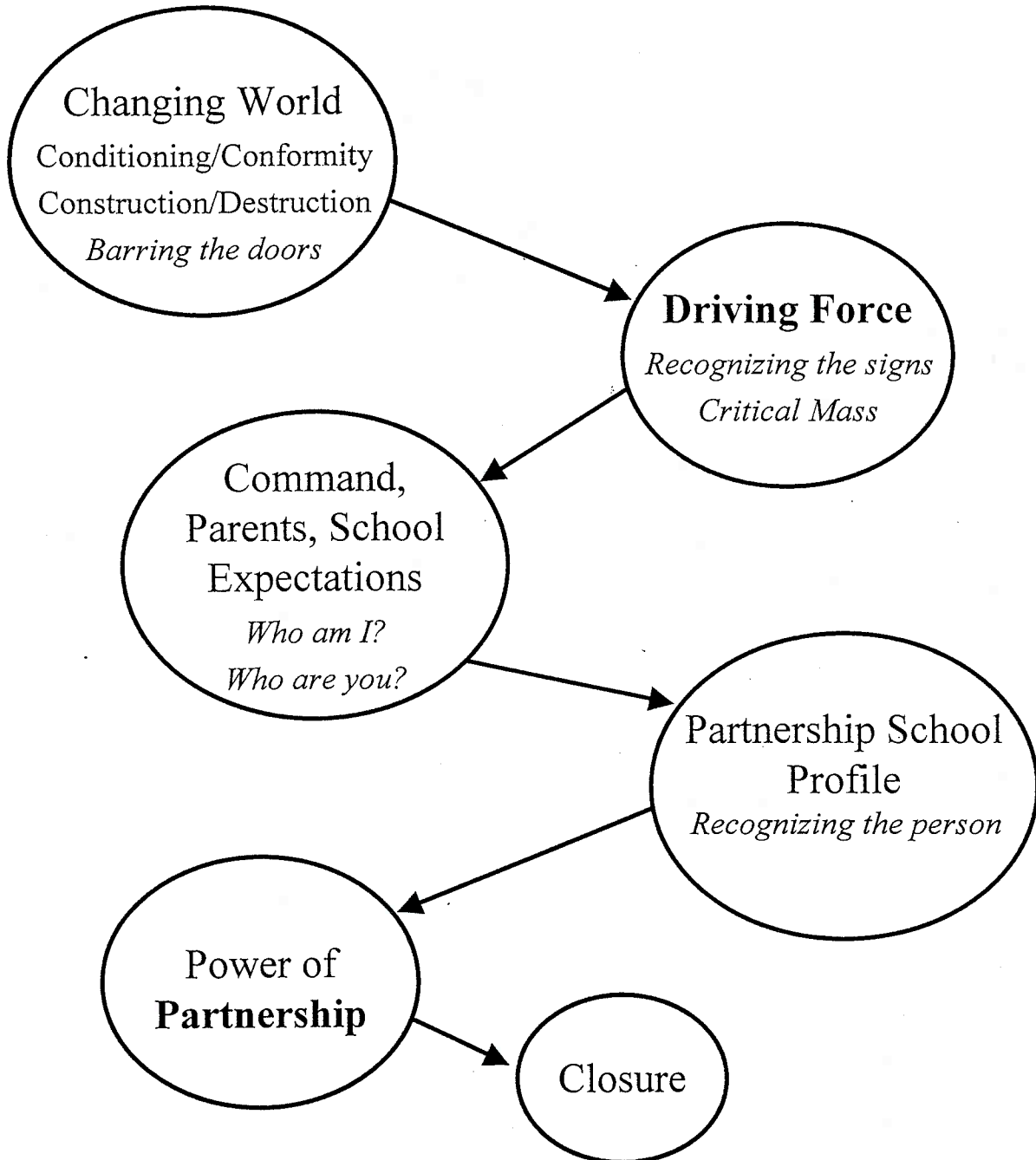
# Objective

Take a multi-dimensional look at what we are doing to the most precious vulnerable members of our society, our children and youth.



*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

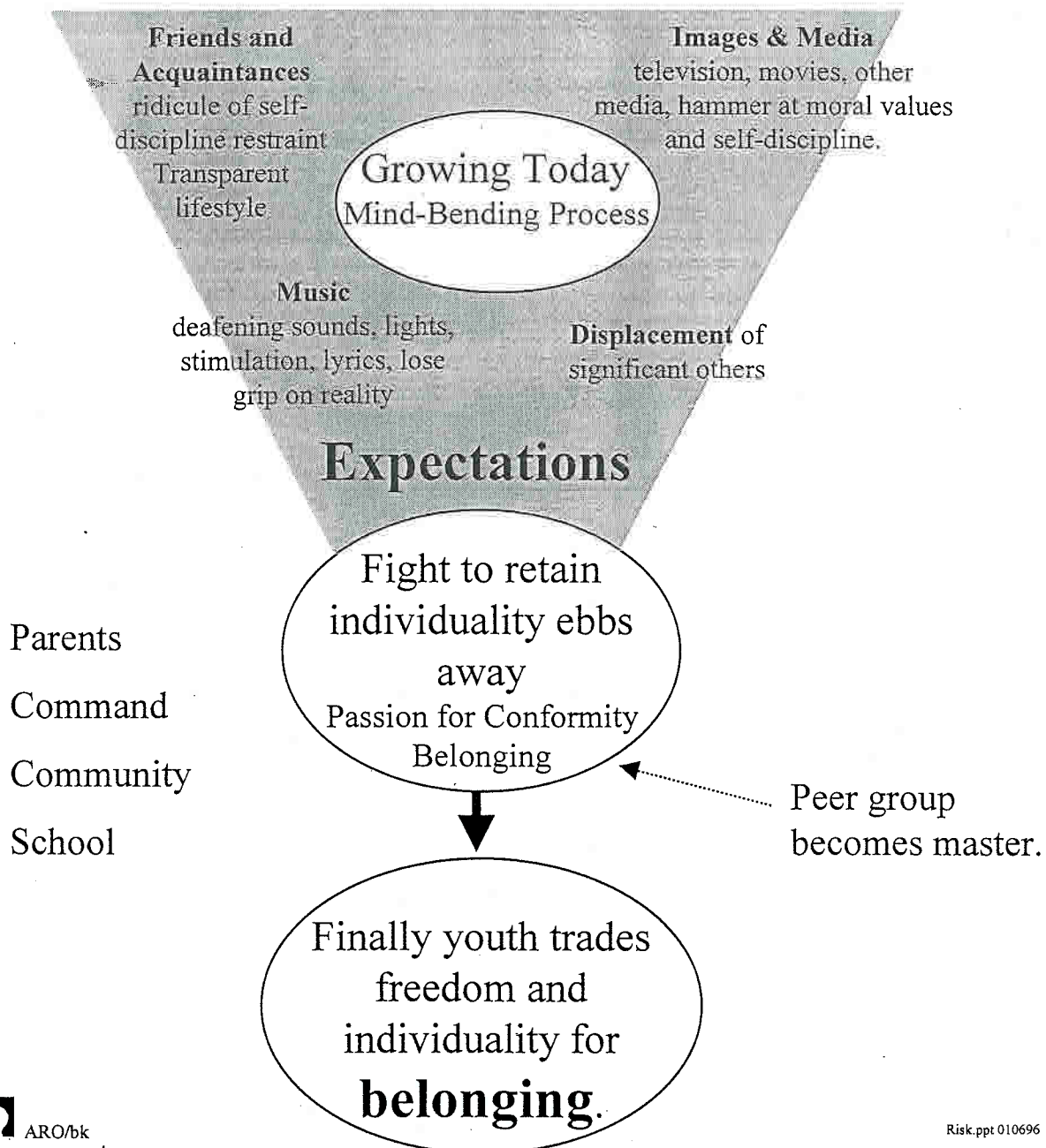
# Itinerary



*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

Issues for Schools, Community and Parents  
Driving Forces

# Conditioning and Conformity





# USAREUR Schools Officers Training

## Partnerships in Educating our Children and Youth

# Lifestyles and Values

### OUTER-DIRECTED

#### Achievers

- Achievers are leaders, decisive, direct, materialistic and driven.
- Most are men.
- Well educated. Many are managers, administrators and professionals.
- Enjoy physical, social and intellectual activities as well as just having fun. Spend on brand-name items and top-of-the-line or luxury products.

#### Emulators

- Emulating the Achievers.
- More than half are men.
- Above average education, upper-middle-income
- Upwardly striving, status conscious
- Spend a lot on visible things: clothes, cars and furniture. Also spend on recreation, social activities and home entertainment.

### INTEGRATED

- Combines Achievers and Socially Conscious.
- Early middle age, slightly over half are women.
- Very well educated (over half have a college degree or better) and professional.
- Level of psychological maturity brings balance and temperance.
- Excellent incomes, individualistic and self-confident spenders

#### Belongers

- Want to fit in, not stand out. Cultural mainstream.
- Middle-income, many are women.
- One fifth have gone beyond high school.
- Family-oriented, conservative, traditional and slow to change.
- Spend on home and family needs and home- and family-related activities.

### INNER-DIRECTED

#### Societally Conscious

- Philosophy of personal and global responsibility
- Slightly over half are women.
- Well educated, many are professionals.
- Concerned with environment and consumerism
- Spending reflects their concerns. Enjoy attending cultural events, watch educational TV.

#### Experiential

- Open, emotional and person-centered
- Young, vigorous and well educated
- Drawn to intense activities, whether physical, intellectual or emotional.
- Many are artists or crafts people.
- Into active sports, holistic health, meditation and outdoor life
- Spend on movies, books, arts and/or travel

#### I-Am-Me

- Flamboyant or intentionally outrageous and dramatic
- Young (under 30) and single
- Many college students
- Raised in affluent homes.
- Artistic and inventive, fiercely individualistic, may be impulsive.
- Spend on newest fads, far-out fashions.

### NEED-DRIVEN

#### Sustainers

- Struggling in and out of poverty
- Youthful, over half under 30
- Low level of education, few beyond high school.
- Distrust "the system," often participate in underground economy.
- Spend on active and spectator sports, casual clothes and youth-oriented entertainment.

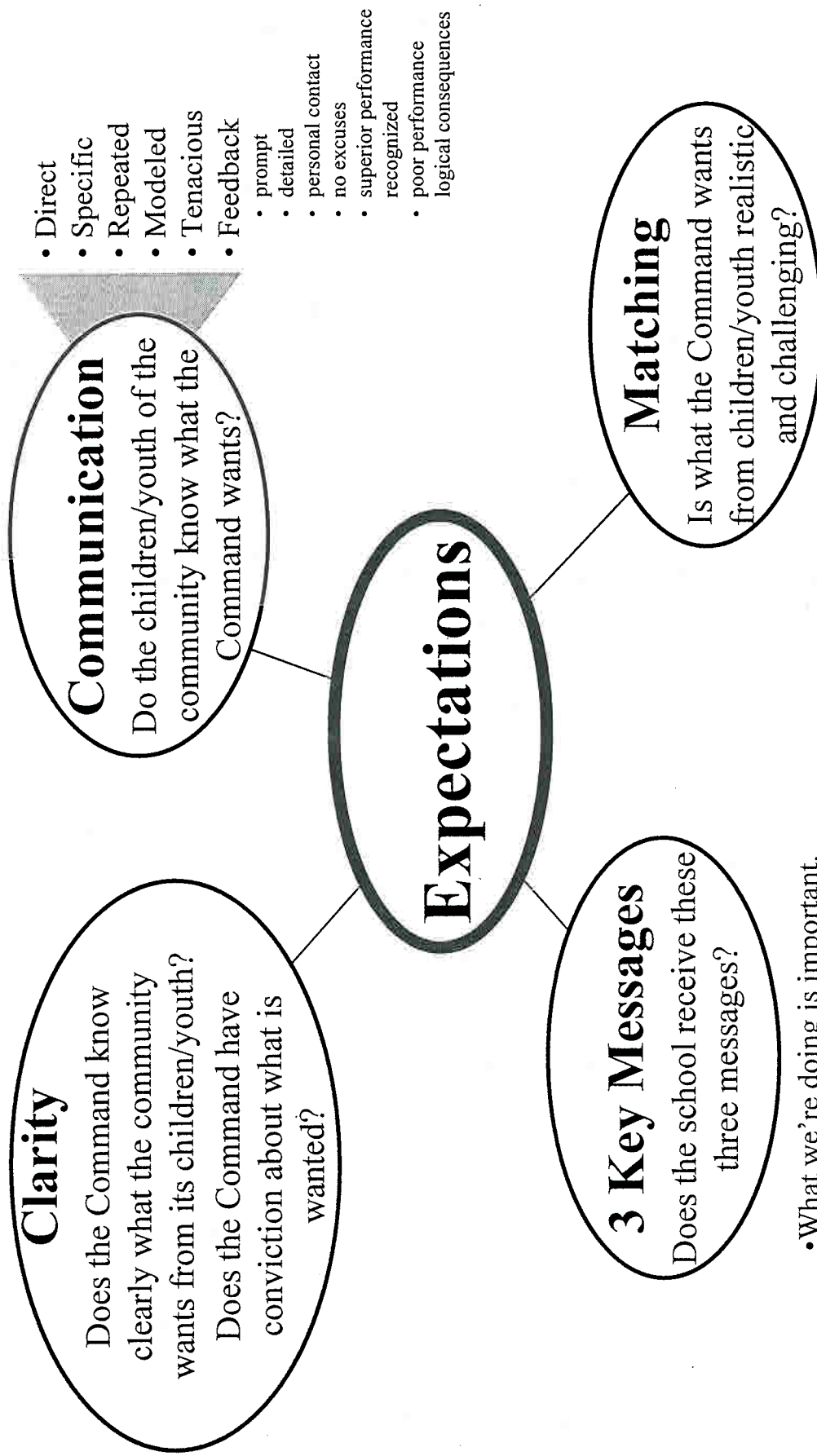
#### Survivors

- Poor, struggling to survive
- Many old people, large majority over 55, over half are women
- Conservative, many have seen better days, pay little attention to how world changes.
- Spend on very basics of life, meeting immediate needs.



# USAREUR Schools Officers Training

## Command Expectations of Schools: A Driving Force



ARO/bk

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# DoDEA

## Strategic Plan

for improved school  
performance of students

### School/Home Partnership

interfacing

- Community
- Parents
- School



*Success for  
Children &  
Youth*

**DoDEA**  
**Strategic Plan**  
for improved school  
performance of students

**School/Home Partnership**

interfacing

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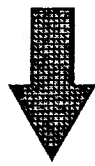
*Success for  
Children &  
Youth*

# What is it?

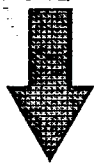
## **School / Home Partnership**

... is the mutual collaboration, support, and participation of communities, families and school staff in efforts that directly affect the success of children's learning and progress in school.

Improve  
Quality of Life



Support the  
Mission



Promote Personnel  
Readiness



# School / Home/Community Partnership

- ☀ ***Co-Advisors:*** Advocates, Decision-Making
- ☀ ***Co-Teachers:*** Curricular and Extracurricular  
Involvement (Learning at home)
- ☀ ***Co-Learners:*** Learning Activities (Parenting)
- ☀ ***Co-Supporters:*** Support Activities (Volunteering)
- ☀ ***Co-Communicators:*** Two-Way Communicating
- ☀ ***Community Collaborating***

# **Building Successful Partnerships**

PTA National Standards for Parent Family Involvement Program

## **Communicating**

co-communication

## **Parenting**

co-teaching

## **Student Learning**

co-learning

## **Volunteering**

co-supporting

## **Advocacy – Decision Making**

co-advocates

## **Collaboration with Community**

community involvement

–Joyce Epstein

*Every Day, Everyone a Success!*



Community

*Change is a process, not a product.*

# Resourceful Community

A resourceful community  
has a *safe environment*

where each citizen is  
committed to each other's  
*success*

through *supportive efforts*  
and *caring*.

—Clifton Taulbert

## Community

A resourceful community has a safe environment where each citizen is committed to each other's success through supportive efforts and caring

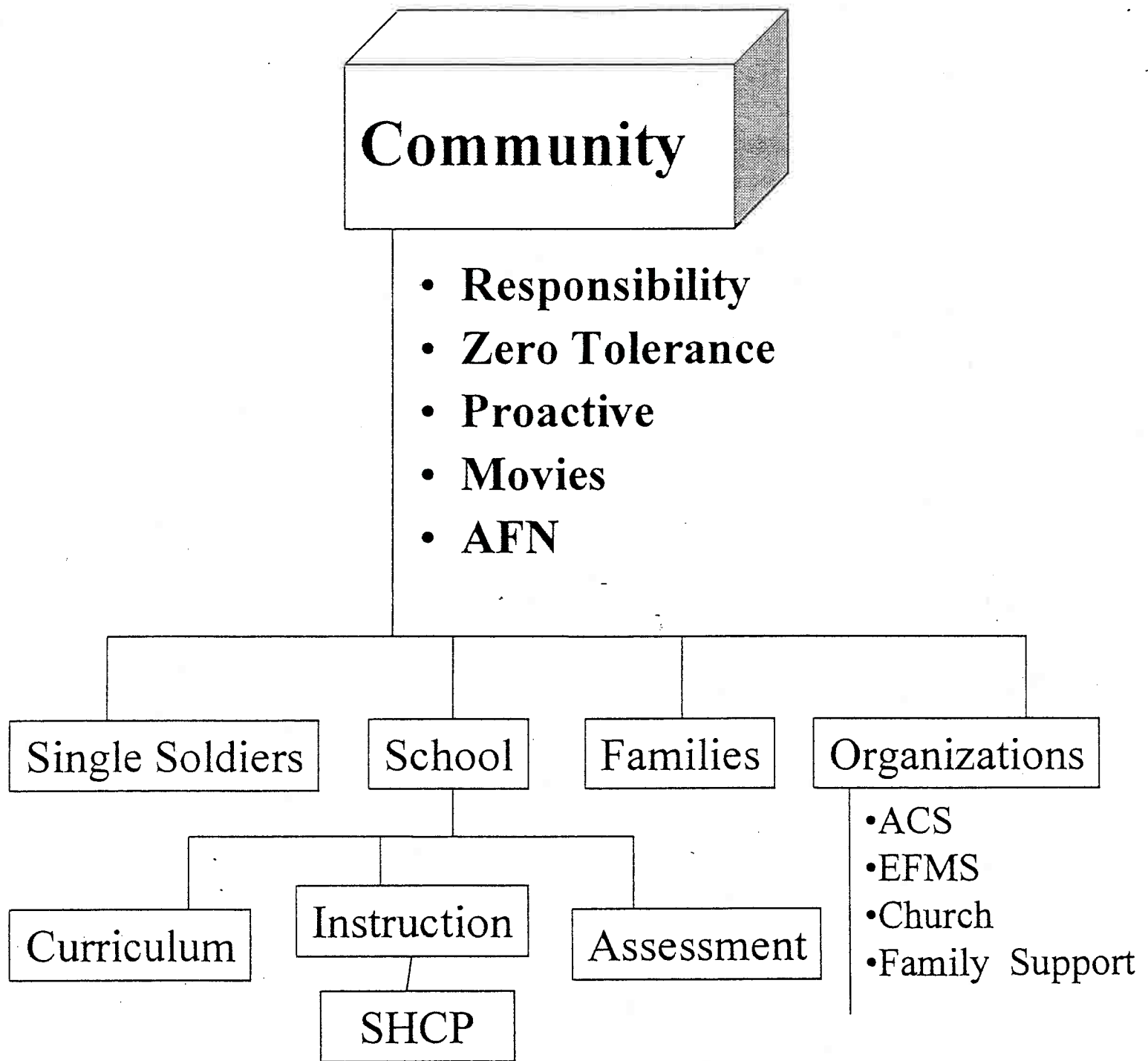
*Brainstorm descriptors for each attribute.*

SUPPORTIVE  
EFFORT

CARING

SAFE  
ENVIRONMENT

SUCCESS



## What can you do?

*Time and funding support for:*

- School Mentorship Program
- Parent Center

## Market-Make needs Known:

- Feeding
- Conflict Resolution
- School Attendance
- Child Support

# The Concept of Community

Community refers to a group of individuals bound together by birth, a similar purpose, culture, a set of beliefs or a set of like values. Community means that individuals have a sense of belonging to a group of persons. This sense of belonging is a prime motivating factor for all humans.

## Examples:

- Babies who are fed, bathed, diaper changed, warm and safe will lose weight and die unless they are held, talked to and touched
- Homeless people gravitate together at night when they sleep. In some cases they refuse to enter shelters even when it is freezing cold outside because they prefer to sleep in an environment with others they know and where they feel they belong.
- Youth who have no sense of family, gravitate to gangs where they find “brothers” and “sisters” with whom they share and belong.
- The history of mankind is traced through tribes, families, clans who share a history and stay together because they belong.

The sense of belonging is created when individuals contribute or give something to the group. When the individual contributes, he or she must also be appreciated. when one gives and no appreciation occurs, the individual begins to look for other situations or groups for a sense of belonging.

*BELONGING IS ...*  
*CONTRIBUTING*  
*AND*  
*BEING APPRECIATED*

The concept of community begins at home, in the community of the family. Each family member contributes to the family and in turn is appreciated. When there is no contributing or when there is no appreciation, family difficulties ensue. The concept of community refers to the many communities individuals enjoy: work, school, church, recreation groups. In each, members must contribute and be appreciated in order to belong to that community.

Schools are communities. Teachers and students belong to the community of the classroom. However, there is a larger school community that includes all staff members, parents, students and members of the total community in which the school is located. The core of the School / Home / Community Partnership program is

based on creating a school community in which all parents, students and staff have a sense of belonging, are appreciated and development commitment to working together to increase learning.

The goal is for all parents, staff and students (100%) to become active, participating, contributing members of the school community and for all to receive appreciation for their contributions. The DoDEA School / Home / Community Partnership coupled with SAC and PTSA provide structure to make this goal a reality.

#### Habits of the Heart

- Nurturing Attitude
- Friendship
- Dependability
- High Expectation
- Responsibility
- Courage
- Brotherhood
- Hope





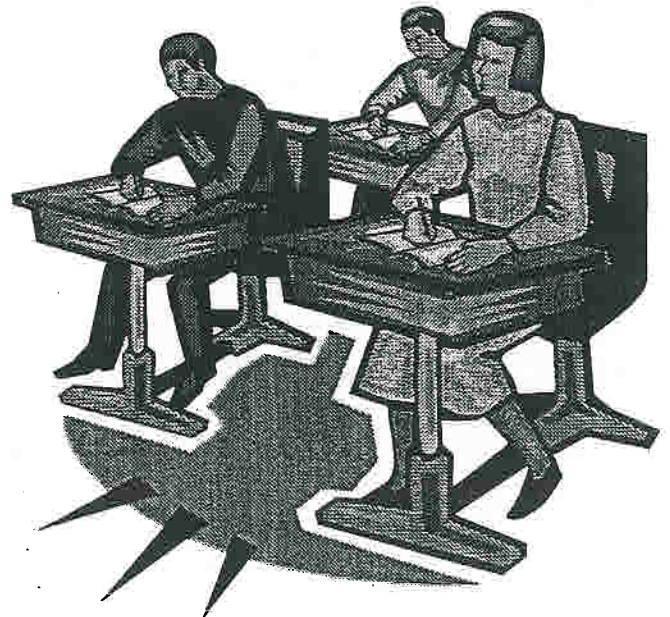
**Strengthening of  
parenting skills  
empowers parents**



# Department of Defense Dependent Schools

## Parental Participation

“By the year 2000 every school will promote partnerships that will increase parent involvement and participation in promoting emotional, social, and academic growth of children.”



**Family involvement**  
is the most  
consistent predictor  
of student success  
in all  
demographic groups  
and across all  
socioeconomic lines.

*A New Generation of Evidence*  
—Anne Henderson & Nancy Berla

*Every Day, Everyone a Success!*



# **The importance of parents:**



**92%** of children's time  
from birth through the  
age of 18 is spent outside  
the school environment.

Parents want  
children to  
succeed.

Not all parents  
know how to make  
it happen.

*Parent University*

# Strengthening of parenting skills empowers parents

## Working with Parents

Parental support is an important ingredient in mentoring programs, and successful programs make an effort to get parents involved early on. Parents of minors should be required to sign a consent form in order for their children to participate. In addition, parents of minors must have the opportunity to disapprove any mentor they believe would not be good for their children.

Some parents do not want their children involved in an exclusive relationship with an adult other than themselves, and some parents are afraid that the mentors will try to take the parents' place or usurp their authority. It is important that parents understand the limitations of the mentor's role. Good programs are aware of the concerns that parents may have and try to allay those fears by explaining the program to them in training or orientation sessions. At the sessions:

- Program staff should discuss the nature of the program and review the major goals. Short- and long-term objectives should be discussed, so that parents may see how the program will benefit their children.
- Parents should receive materials and handouts similar to those the mentors receive at their training sessions.
- Program staff should tell the parents how important their participation is to the success of the program. Parents should be asked to make sure that their children keep their appointments with the mentors, review projects that have been done, and generally encourage their children to stay in the program.
- Parents should be informed of things they could do to help achieve the program's goals, such as helping their child with homework, or discussing college or future careers.
- Mentors should attend the sessions for parents so that they can meet the parents and discuss what they hope to accomplish. These sessions provide an excellent opportunity for the mentors to reassure parents that they are not trying to take the parents' place or to impose values on the children, but are providing a specific service.
- A staff person should give the parents the name and phone number of the mentor's supervisor or another contact person.

Here are some other ways to get parents involved:

- Form a parent advisory council to let parents help the program staff make decisions and establish policies affecting the program.

- Schedule activities with parents during the course of the program. These can be in the form of informal get-togethers at a local restaurant, recognition dinners for the mentors, and lunches or dinners sponsored by the program staff for the children participating in the program.
- Sponsor informal workshops on a specific problem common to young people.
- Encourage – or require – mentors to meet with parents regularly, or keep parents informed about the program by sending out newsletters or by having the mentor or a staff member call to share the child's accomplishments.

## *Quantum Leap Learning*

# How to influence parents

- **Mailings/Flyers.** Make the flyer colorful, simple, easy to read, interesting and valuable. Give parents suggestions on nutrition, ways to provide an enriching home environment, how to reduce stress and help with learning. Provide suggested reading lists and even offer to make those books available at school.
- **Open House.** Parents visit the school on a special day or night. One of the most under-used opportunities. Make it into a time for real discussion. Make it fun! Use music. Have suggested books on hand for browsing. Have parents do a mind map on their child's background and interests.
- **Newspaper.** Submit positive articles on specific, effective programs.
- **Community Relations.** School or teachers participate in school-school, school-business community events where you have contact with other teachers. Or, have the teachers come to an event at the school. A fair, forum, project, etc. Publicize it!
- **Organizations.** Speaking at spouses' meetings, church gatherings, community meetings, etc. can all be forums for influence.
- **AFN television.** Often local AFN stations will welcome a half-hour to an hour on a topic like, "What every parent should know about their child's education."
- **School as community learning center.** One of the best ways to influence parents is by sponsoring community classes. Invite parents or parents and students on such topics like discipline, parenting, learning styles, speak with ACS.
- **Support teen programs.**
- **Encourage community service projects.**

## Networking

### “The Magic Key”

What is meant by “networking?” Webster’s New World Dictionary defines a “network” as “a system... of interconnected or cooperating individuals.”

In other words, talking to people... Specifically, talking in a way that exchanges information.

### Reasons to Network

- Make contacts – friends, support system;
- Obtain information;
- Relate with peers;
- Explore another career path;
- It’s an advanced marketing tool. The bottom line is: people work with those they know. The trick is to be known by a lot of people.
- Job search;
- Personal visibility and publicity;
- Keep current in your profession;
- Learn about a new field or industry;

### Suggestions for Effective Networking

- Carry calling cards with you **at all times**. How can you represent yourself without one of the primary staples for on-going communication?
- Try to meet five new people. Make a point of collecting **five business cards** from people you don’t know. It may be safer and a lot easier to remain with friends, but the point of networking is to widen your circle of contacts.
- Networking is an **active behavior**. Being a wallflower is not effective. Make the supreme effort of walking up to a stranger and introducing yourself. It’s usually easier to approach someone who is standing alone. Frequently, they are alone because this is their first meeting. You’ll be amazed how relieved they look.

- Visit **new organizations** regularly. Opportunities broaden the more you make yourself available to new groups of people. Even if you are not prospecting, you can make contacts for future career opportunities or pick up a vital piece of information that will be useful at your current position.
- **Talk to everyone.**
- Get the **other person talking**. Find common areas of interest and definitely obtain a clear idea of his/her line of work. It's easy – people love to talk about themselves and usually hate to listen.
- Be helpful and **other-directed**. An attitude of “What's in this for me” will severely limit your networking possibilities. Introduce them to someone else in the group, offer to assist them with a problem they may have. Put it out there – it will come back to you... and not always from the person you've aided.
- Volunteer your expertise to the group. The best way to become known in an organization is to **be active and visible**. Ideally, become a board member or get on a committee. If you don't have time to donate, you can still help sign people in or assist with hospitality at the meeting.
- Don't make a beeline for your seat. Mingle.
- **Be memorable**. If the group you're attending allows for self-introductions, say something funny, clever, or different that helps people remember you.
- **Be concise**. When introducing yourself to individuals or to the group, describe what you do in a short, easily understood manner.



## **KEY COMMUNICATORS**

Key Communicators serve an important function as liaisons for the SHP. Each school is expected to choose one parent and one teacher to work as Key Communicators, establishing and strengthening SHP practices at the school. Key Communicators will function differently in different schools. This section provides guidelines for schools as they develop their individual SHP programs.

It is anticipated that most work done on SHP will be done by volunteers. However, districts and schools are encouraged to explore compensation for Key Communicators through the Extra-Duty Pay process. Also, it is anticipated that schools will receive a small operational budget as start-up money for SHP. Some of this budget could be used to compensate parents who are actively involved in developing projects.

The planning process prior to implementing a comprehensive School-Home Partnership is the key to program success. The time and energy invested initially reduces problems and conflicts later on. Therefore, the selection and commitment of the Key Communicators is critically important to the positive results expected from the partnership efforts.

## **SELECTION CRITERIA**

Suggested criteria for selection of The Key Communicator:

- Is respected by peers.
- Possesses the desire and ability to listen and communicate.
- Demonstrates proficiencies in leadership positions.
- Demonstrates initiative and responsibility in carrying out all assigned duties.
- Has positive expectancies for staff, parents, and students.
- Runs meetings well and expects product as a result of the meeting.
- Is a team-player - cooperative.
- Is committed to representing all constituencies.
- Is committed to and promotes equity within the system.
- Is involved in the School Improvement Process.

## **ROLES AND RESPONSIBILITIES DISTRICT KEY COMMUNICATORS**

The Key Communicators for the districts have the following functions:

- Develop and area improvement plan that identifies district level goals for school home partnerships, including all five tiers of the conceptual framework.
- Assign a liaison who will oversee that district work and assist the schools with their plans to develop programs of School-Home Partnership. Provide adequate staff and resources for the districts work on partnerships. This work includes training each school's Key Communicators to develop strong positive partnerships that include the five tiers of participation.
- Assist each school to assign key communicators, one parent and one teacher for School-Home Partnership. Help Key Communicators develop their program to involve all families in their children's education. School's plans for partnerships should link directly to the goals and strategies of their School Improvement Plans.
- Conduct an annual conference or event to enable teachers, parents and others to share ideas, discuss progress, solve problems, and plan ahead.
- Provide funding and recognition programs for schools including small grants for special projects, program costs, and other support.
- Provide professional development for teachers, administrators, and parents on goals, practices, and processes of School-Home Partnership.
- Establish a clearing house, newsletter, or other communications to disseminate effective practices, ideas, materials, new approaches, research, and other information that will help schools improve their School-Home Partnership programs.
- Support action research and evaluation to learn which practices help schools produce specific results for students, parents, teachers, the school, or others.

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**Table 3.**  
**Expected Results of the Six Types of Involvement for Students, Parents, and Teachers**

Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating with Community
<p><b>Results for Students</b></p> <p>Awareness of family supervision; respect for parents.</p> <p>Positive personal qualities, habits, beliefs, and values, as taught by family.</p> <p>Balance between time spent on chores, on other activities, and on homework.</p> <p>Good or improved attendance.</p> <p>Awareness of importance of school.</p>	<p><b>Results for Students</b></p> <p>Awareness of own progress and of actions needed to maintain or improve grades.</p> <p>Understanding of school policies on behavior, attendance, and other areas of student conduct.</p> <p>Informed decisions about courses and programs.</p> <p>Awareness of own role in partnerships, serving as courier and communicator.</p>	<p><b>Results for Students</b></p> <p>Skill in communicating with adults.</p> <p>Increased learning of skills that receive tutoring or targeted attention from volunteers.</p> <p>Awareness of many skills, talents, occupations, and contributions of parents and other volunteers.</p>	<p><b>Results for Students</b></p> <p>Gains in skills, abilities, and test scores linked to homework and classwork.</p> <p>Homework completion.</p> <p>Positive attitude toward schoolwork.</p> <p>View of parent as more similar to teacher and of home as more similar to school.</p> <p>Self-concept of ability as learner.</p>	<p><b>Results for Students</b></p> <p>Awareness of representation of families in school decisions.</p> <p>Understanding that student rights are protected.</p> <p>Specific benefits linked to policies enacted by parent organizations and experienced by students.</p>	<p><b>Results for Students</b></p> <p>Increased skills and talents through enriched curricular and extracurricular experiences.</p> <p>Awareness of careers and of options for future education and work.</p> <p>Specific benefits linked to programs, services, resources, and opportunities that connect students with community.</p>
<p><b>For Parents</b></p> <p>Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.</p> <p>Awareness of own and others' challenges in parenting.</p> <p>Feeling of support from school and other parents.</p>	<p><b>For Parents</b></p> <p>Understanding school programs and policies.</p> <p>Monitoring and awareness of child's progress.</p> <p>Responding effectively to students' problems.</p> <p>Interactions with teachers and ease of communication with school and teachers.</p>	<p><b>For Parents</b></p> <p>Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.</p> <p>Self-confidence about ability to work in school and with children or to take steps to improve own education.</p> <p>Awareness that families are welcome and valued at school.</p> <p>Gains in specific skills of volunteer work.</p>	<p><b>For Parents</b></p> <p>Know how to support, encourage, and help student at home each year.</p> <p>Discussions of school, classwork, and homework.</p> <p>Understanding of instructional program each year and of what child is learning in each subject.</p> <p>Appreciation of teaching skills.</p> <p>Awareness of child as a learner.</p>	<p><b>For Parents</b></p> <p>Input into policies that affect child's education.</p> <p>Feeling of ownership of school.</p> <p>Awareness of parents' voices in school decisions.</p> <p>Shared experiences and connections with other families.</p> <p>Awareness of school, district, and state policies.</p>	<p><b>For Parents</b></p> <p>Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services.</p> <p>Interactions with other families in community activities.</p> <p>Awareness of school's role in the community and of community's contributions to the school.</p>
<p><b>For Teachers</b></p> <p>Understanding families' backgrounds, cultures, concerns, goals, needs, and views of their children.</p> <p>Respect for families' strengths and efforts.</p> <p>Understanding of student diversity.</p> <p>Awareness of own skills to share information on child development.</p>	<p><b>For Teachers</b></p> <p>Increased diversity and use of communications with families and awareness of own ability to communicate clearly.</p> <p>Appreciation for and use of parent network for communications.</p> <p>Increased ability to elicit and understand family views on children's programs and progress.</p>	<p><b>For Teachers</b></p> <p>Readiness to involve families in new ways, including those who do not volunteer at school.</p> <p>Awareness of parents' talents and interests in school and children.</p> <p>Greater individual attention to students, with help from volunteers.</p>	<p><b>For Teachers</b></p> <p>Better design of homework assignments.</p> <p>Respect of family time.</p> <p>Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.</p> <p>Satisfaction with family involvement and support.</p>	<p><b>For Teachers</b></p> <p>Awareness of parent perspectives as a factor in policy development and decisions.</p> <p>View of equal status of family representatives on committees and in leadership roles.</p>	<p><b>For Teachers</b></p> <p>Awareness of community resources to enrich curriculum and instruction.</p> <p>Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practice.</p> <p>Knowledgeable, helpful referrals of children and families to needed services.</p>

Eunice Shendland, Training for PTSA, SAC, SHCP school site liaison of each community complex		Feb. 2002		Teacher and Parent Partnership support of student reading, math and engaged learning
Bart Teal, Audit of blue Presentation to complex principals, plan for 2002-2003		Feb.		
Followup on Pathwise and CCPL Questioning and Feedback materials via professional development school site liaisons to all teachers		Feb.		All students' awareness of Questioning and Feedback process
Follow-up on Cooperative Learning, Brain-Based Compatibility to all teachers through professional development school site liaisons		Feb. 2002		Students' awareness of model

**WUERZBURG DISTRICT IMPROVEMENT PLAN  
SY 2001-2002**

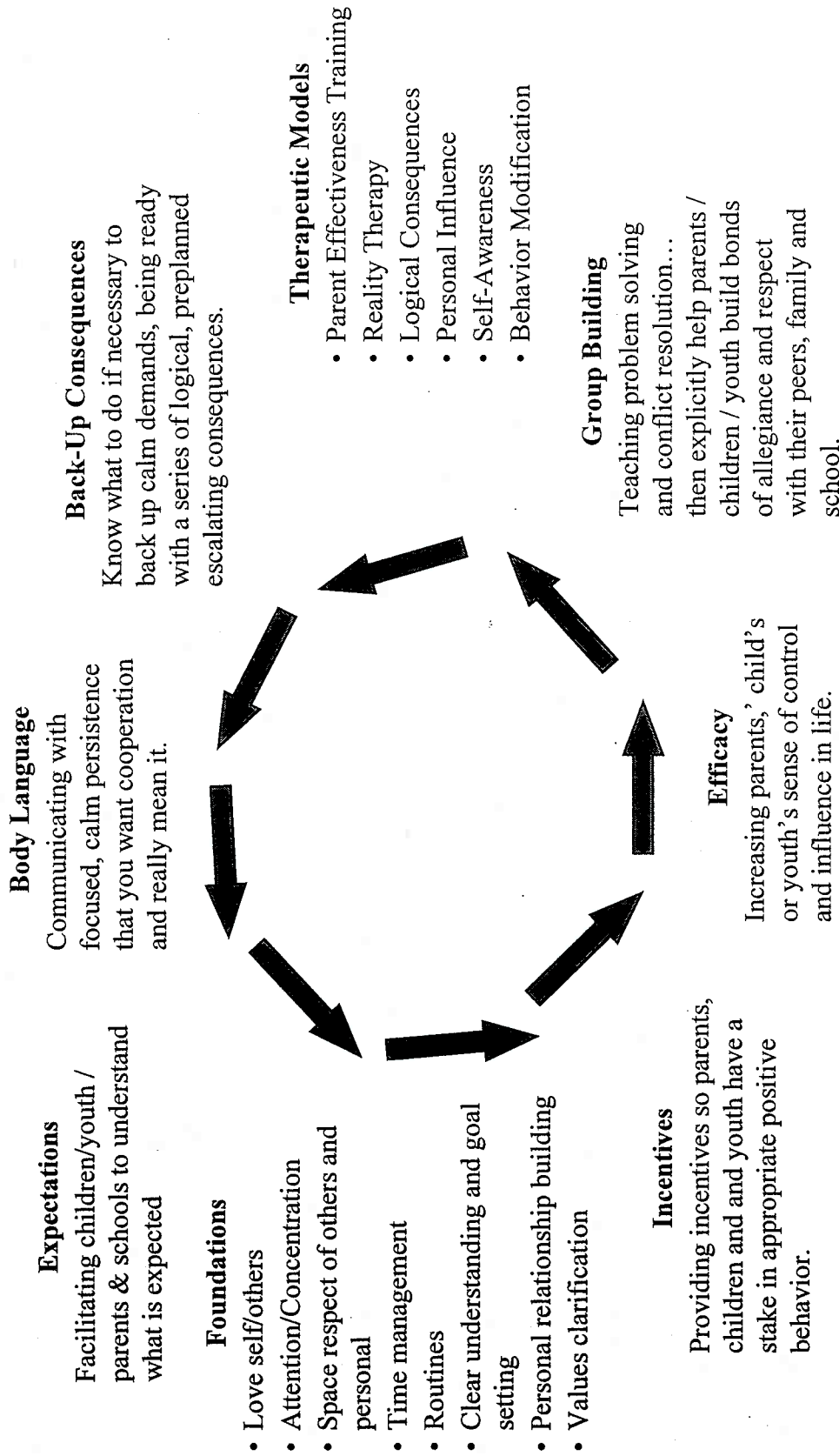
*USAREUR Schools Officers Training*  
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A society too busy  
and too preoccupied  
for its children  
is a place of  
aging dying people  
who feed on their  
own selfish interests.

# USAREUR Schools Officers Training

## Command Expectations of Schools: A Driving Force

### Building Positive Behavior and Self-Discipline With Clients



*USAREUR Schools Officers Training*  
*Partnerships in Educating our Children and Youth*

Without children  
there is no future,  
no freshness,  
no springtime,  
no youthful vigor.





Tutor/Mentors  
are

*Parents*                      *Teachers*  
*Community Members*  
*Extended Family*  
*Peer Students*